

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2012-2013 SCHOOL IMPROVEMENT PLAN



School Name: FRONTIER ELEMENTARY SCHOOL

District Name: Palm Beach

Principal: Susan Groth

SAC Chair: Janine Brockelbank

Superintendent: Wayne Gent

Date of School Board Approval: December 2012

Last Modified on: 11/20/2012

Gerard Robinson, Commissioner
Florida Department of Education
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PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
					2010-2011 Grade A: Reading High Standards 88% Math High Standards 88% Writing high Standards 95% Science High Standards 79% Learning Gains Reading 72% Math 70% Learning Gains Lowest 25% Reading 67% Math 81% 2009-2010 Grade A: Reading High Standards 88% Math High Standards 89% Writing high Standards 92% Science High Standards 75% Learning Gains Reading 69% Math 70% Learning Gains Lowest 25% Reading 55%

Assis Principal	Laurie Suarez Wilt	Specialist Degress in Educational Leardership, Masters in TESOL, Bachelor's in Elementary Education, Reading and ESOL Endorsed, Certified K-12 Education	5	5	<p>Math 60%</p> <p>2008-2009 Grade A: Reading High Standards 87% Math High Standards 91% Writing high Standards 97% Science High Standards 80%</p> <p>Learning Gains Lowest 25%</p> <p>2007 School Grade A Reading High standards: 90% Reading Learning Gains: 86% Reading Lowest 25% Learning Gains: 79% Math High Standards: 96% Math Learning Gains: 79% Math Lowest 25% learning gains: 78% Writing High standards: 95% Science High Standards: 79%</p> <p>Writing High Standards: 88% Science High Standards: 83%</p> <p>2009 School Grade A Reading High Standards: 87% Reading Learning Gains: 68% Reading Lowest 25% Learning Gains: 59% Math High Standards: 91% Math Learning Gains: 67% Math Lowest 25% Learning Gains: 69% Writing High Standards: 97% Science High Standards: 80%</p> <p>2010 School Grade A Reading High Standards: 88% Reading Learning Gains: 69% Reading Lowest 25% Learning Gains: 55% Math High Standards: 89% Math Learning Gains: 70% Math Lowest 25% Learning Gains: 60% Writing High Standards: 92% Science High Standards: 75% AYP met for all subgroups except for ESE Reading and Math and Economically Disadvantaged in Reading</p>
Principal	Susan M. Groth	EDS in Educational Leadership, MA in Edlimentary Education, BA Degree, Certifications: Educational Leadership-All Levels, Elementary Education Grades 1-6, ESOL Endorsement, Business Education Grades 6-12	2	6	<p>2011-2012 Frontier Elementary Reading High Standards = 74% Reading Learning Gains = 76% Reading Lowest 25% = 66% Math High Standards = 74% Math Learning Gains = 72% Math Lowest 25% = 70% Writing High Standards = 86% Science High Standards = 77%</p> <p>2010-2011 North Palm Beach Elementary Reading High Standards = 72% Reading Learning Gains = 67% Reading Lowest 25% = 71% Math High Standards = 66% Math Learning Gains = 58% Math Lowest 25% = 73% Writing High Standards = 94% Science High Standards = 59%</p> <p>2009-2010 Grade A Areas of need: Reading: Black, SWED, ED subgroups Math: Black, ED subgroups North Palm Beach Elementary</p> <p>2008-2009 Grade A Reading Mastery - 77% Math Mastery - 75% Science - 48% AYP - 90% SWD did not make AYP reading AYP Black SWD, ED sis not make Math AYP</p> <p>2007-2008 Grade A Reading Mastery - 80% Math Mastery - 82% Science - 60%</p>

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
	N/A				

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Conduct extensive interviews of teachers cleared by the school district.	Principal and Assistant Principal	August 2012	
2	Implement a highly structured continuous support program for new teachers.	Assistant principal and teacher mentors	August 2012	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).

*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
8.1% (4) are out of field Tracy Eppolito Phyllis O'Brian Sherry Vargo Erin Weiler	Continuous staff development and ongoing educational opportunities will be offered to our teachers.

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
49	4.1%(2)	8.2%(4)	42.9%(21)	44.9%(22)	28.6%(14)	100.0%(49)	14.3%(7)	6.1%(3)	79.6%(39)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities

Alyssa Liberati	Torey Torsiello	Experienced teacher who will support beginning teacher in literacy instruction using the Readers and Writers Workshop	Weekly check-in with mentor/mentee, team planning weekly, bi-monthly check in with Assistant Principal
Marianela Seren	Ariel Sharpe	Experienced teacher who will support beginning teacher in literacy instruction using the Readers and Writers Workshop.	Weekly check-in with mentor/mentee, team planning weekly, bi-monthly check-in with Assistant Principal

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

The MTSS Leadership Team will consist of the following persons: Principal, SAI/Intervention teachers, Primary, Intermediate and ESE teachers, School Psychologist, Speech and Language Pathologist, Student Services Personnel.

The Principal provides a common vision for the use of data-based decision-making to ensure:

- *a sound, effective academic program is in place
- *a process to address and monitor subsequent needs is created
- *the problem solving team (School Based Team) is assisting with academic and behavioral interventions
- *assessment of RTI skills of school staff is conducted
- *fidelity of implementation of intervention support is documented
- *adequate professional development to support the RtI framework is provided and
- *effective communication with parents regarding school-based RtI intervention plans and activities occurs.

The RTI/Inclusion Facilitator contributes to the development of intervention plans, assists in progress monitoring, collects data, implements Tier3 interventions where available, and offers professional development and technical assistance.

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The school-based MTSS/RTI Leadership Team will meet weekly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students are offered supplemental interventions and monitored over time. Those who continue to not make adequate process are referred to the problem solving team. The SBT uses the Problem Solving Model to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed (PBSD form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team ensures that necessary resources are available and the intervention is implemented with fidelity. Each case is assigned a case liaison to support the interventionist (e.g., teacher, RTI/Inclusion Facilitator, guidance counselor) and this individual reports on all data collected at future meetings.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RTI Problem-solving process is used in developing and implementing the SIP?

Members of the school-based MTSS/RTI Leadership Team will meet with the School Advisory Council (SAC) and will help develop the FY2013 SIP. Utilizing the previous year's data, interventions for Tier 2 and Tier 3 students will be identified with a focus on deficient areas.

Topics for discussion include, but are not limited to, the following:

- *FCAT scores and the lowest 25%
- *AYP and subgroups
- *strengths and weaknesses of supplemental and intensive intervention programs
- *mentoring, tutoring, and other services

The RTI/Inclusion Facilitator provides professional development for the SAC members on the RtI framework.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Baseline Data:

Florida Comprehensive Assessment Test (FCAT)
SSS Diagnostic Tests
Palm Beach Writes
K-4 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Florida Assessment for Instruction in Reading (FAIR)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline referrals
Retentions
Absences

Mid Year data:

Diagnostic Assessment for Reading (DAR)
SSS Diagnostic Test
Palm Beach Writes
K-4 Literacy Assessment System

End of Year Data:

K-4 Literacy Assessment system
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes

Describe the plan to train staff on MTSS.

The school-based RtI facilitator will provide inservice to the staff on designated professional development days, as well as during LTMs.

May Include:

- *Effective School Based Teams
- *RtI and the Problem Solving Process
- *School-wide Positive Behavior Support
- *How to Interpret Data
- *Research Based Interventions

Individual professional development is provided to classroom teachers, as needed.

Describe the plan to support MTSS.

The school-based RTI facilitator will provide in-service to the staff on designated professional development days, as well as during LTMs.

May include:

- *Effective School Based Teams
- *RTI and the Problem Solving Process
- *School-wide Positive Behavior Support
- *How to Interpret Data
- *Research Based Interventions

Individual professional development is provided to classroom teachers, as needed.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

The Literacy Leadership Team consists of the Principal, Assistant Principal, SAI teacher, RtI facilitator, Media Specialist, ESE contact, and selected teacher representatives from primary and intermediate grades.

Criteria for consideration should include a strong background in reading /literacy, a mentor to others, and an ability to come up with innovative ways to promote reading achievement in the school.

Susan Groth-Principal, Laurie Suarez Wilt-Assistant Principal, Dawn Williams-Media Specialist, Lori Parson-5th Grade Teacher, Susan McConville-4th Grade Teacher, Alice Fredericks-3rd Grade Teacher, Janine Brockelbank-5th Grade Teacher, Pam

Hargesheimer-SAI Teacher, Renee Drake-1st Grade Teacher, Kim Abel-2nd Grade Teacher, Michelle O'Sullivan-Kindergarten Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team (LLT) creates capacity of reading knowledge within the school building and focuses on areas of literacy concern across the school. The principal, reading teachers, content area teachers, and other principal appointees serve on the the team. The LLT meets at least once a month.

The Literacy Leadership Team will meet at least monthly to discuss current reading data and to devise interventions for targeted areas. An action plan describing strategies, persons responsible, and due dates will be developed monthly.

What will be the major initiatives of the LLT this year?

The focus of the Literacy Leadership team this year will be interventions for our lowest 25% in reading. We will also monitor closely the ESE and Economically Disadvantaged students for improvement. We will foster a rich literacy environment at the school for all students and staff. The team builds professional conversations; promotes collegiality, collaboration, and a literacy culture. Initiatives are based on literacy-related data needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year.

Public School Choice

Supplemental Educational Services (SES) Notification
No Attachment

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#)

PART II: EXPECTED IMPROVEMENTS

Reading Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	By Spring 2013, 80% of students will achieve proficiency or higher as demonstrated on the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (246) achieved proficiency or higher	80%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional focus and effective use of instructional time.	Develop instructional focus calendars	Teachers, Principal and Assistant Principal	Administrators will monitor implementation of the focus calendars during Classroom Walkthroughs.	SSS Diagnostics iObservation reports
2	Frequency of higher level questioning	Include higher order questions in lesson plans	Administrators and reading teachers	Lesson plans will be reviewed and instruction observed through classroom walkthroughs.	Classroom Walkthroughs to determine frequency of higher order questioning, iObservation reports
3	Monitoring of student progress	Monitoring of student progress will be the main focus of LTMs	Administrators and Teachers	Data Feedback System will be used during LTMs.	SSS Diagnostic tests
4	Ongoing instructional focus and effective use of instructional time	Implement Reader's Workshop K-5. Develop instructional focus calendars and follow the Units of Study for Readers Workshop	Teachers, SAI Teacher, Teacher Leaders, Administration, District Specialists	Administrators will monitor implementation of the Units of Study and focus calendars during Classroom Walkthroughs.	SSS Diagnostics, CORE K-12, i-Observation Reports, Common Assessments, K-5 Literacy Assessment System-Reading Running Records, Target Student Tracking Wall.
5	Ongoing frequency of higher level questioning	Utilize higher order questions in classroom lessons. (Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge.	Teachers, SAI Teacher, Teacher Leaders, Administrators, District Specialists.	Lesson plans will be reviewed and instruction observed through classroom walkthroughs.	Classroom Walkthroughs to determine frequency of higher order questioning, iObservation reports
6	Ongoing monitoring of student progress	Monitoring of student progress utilizing The Continuum of Literacy Learning goals and FCAT 2.0 Achievement Level. Descriptors according to benchmarks will be the	Teachers, SAI Teacher, Teacher Leaders, Administrators, District Specialists	Data Feedback System will be used during LTMs and Friday Data Chats	SSS Diagnostic tests, CORE K-12, K-5 Literacy Assessment System-Reading Running Records, Target Student

	main focus of LTMS and Friday Data Chats.		Tracking Wall
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading. Reading Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading. Reading Goal #2a:	46% of our students scored at levels 4 and 5 and we want to increase the percentage next year.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (171) of the grades 3-5 students scored at Levels 4 and 5 in reading in FY2011.	50% of the grades 3-5 students will score at Levels 4 and 5 in reading on the FY2012 FCAT.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing differentiated instruction to all learners.	Identify current and potential Level 4 and 5 students and provide small group instruction that focuses on greater depth and complexity of comprehension and encourages and supports advanced levels of vocabulary and word study.	Administration	Classroom Walkthroughs by Administration	SSS Diagnostic Tests; Running Records; SRI; iObservation reports
2	Difficulty implementing differentiated instruction to all learners.	Implement Readers Workshop and Words Their Way K-3, Identify current and potential Level 4 and 5 students and provide small group instruction that focuses on greater depth and complexity of	Teachers, SAI Teachers, Teacher Leaders, Administrators, District Specialists	Teachers, Reading Coach/SAI and Administrators will monitor implementation of the Units of Study; Progress monitoring, Classroom Walkthroughs	SSS Diagnostic Tests; CORE K-12, K-5 Literacy Assessment System, Running Reading Records; SRI; i-observation reports, Target Student Tracking

		comprehension and encourages and supports advanced levels of vocabulary and word study.			Wall.
3	Difficulty with the management and communication of student data collection in order to track student progress.	Tracking student progress using The Continuum of Literacy Learning goals, and using scoring scales (FCAT 2.0 achievement level descriptors by benchmarks) setting goals and objectives, Interactive Games	Teachers, SAI Teacher, Teacher Leaders, Administrators, District Specialists	Data Chats with teachers and students	SSS Diagnostic Tests, CORE K-12, K-5 Literacy Assessment System-Running Reading Records; SRI; Tracking Student Tracking Wall, Observation reports
4	Irregular attendance and participation by students performing above average.	After-school Enrichment Clubs example-Academic Games, Newsletter and Book Club incorporating Writing about Reading and the Common Core State Standards.	Club Chairperson(s)	Progress monitoring, After school walkthroughs by administration Observation of the Newsletter	SSS Diagnostic Tests; CORE K-12, K-5 Literacy Assessment System-Running Records; SRI; i- Observation reports, Observation of Newsletter Editions.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	The percent of students making learning gains in reading increased 4% to 72%.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (228) of the students made learning gains in reading on the FY2011 FCAT Reading Test.	76% of our students will make learning gains in reading on the FY2012 FCAT Reading Test.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty with implementation of Reader's Workshop with limited classroom libraries; Providing staff development to teachers so that they know each child's individual reading needs as demonstrated by their Reading Running Records. Using the Continuum of Literacy Learning to drive instruction .	Implementing Reader's Workshop School-Wide; Tracking Student Progress using The Continuum of Literacy Learning goals and Using Scoring Scales (FCAT 2.0 achievement level descriptors by benchmarks), Setting Goals and Objectives, Building Vocabulary, Identifying Similarities and Difference, Interactive Games, early identification of academic deficiencies aligned with intervention using research based resources.	Teachers, SAI and Administrators will monitor implementation of the Units of Study; Data Chats with Teachers, Review SAL-P reports after diagnostic assessments during LTMs and team meetings, K-5 Literacy System data analysis.	Review SAL-P reports after diagnostic assessments during LTMs and team meetings	SSS Diagnostic Tests; CORE K-12, SRI, K-5 Literacy Assessment System-Reading Running Record, Progress monitoring using Continuum of Literacy Learning Behaviors, Target Student Tracking.
2	Teachers requiring staff development to remediate student Deficiencies in comprehension strategies	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of instruction is determined by the review of assessment data and will include explicit instruction, modeled instruction, guided practice and independent practice	Teachers, SAI Teacher, Teacher Leaders, Administrators, District Specialists	Monitor progress of supplemental instruction/interventions through progress monitoring for all Tier 2/3 students	Progress monitoring probes; SSS Diagnostic tests; CORE K-12, SRI, RRR; K-4 Assessment data; iObservation reports Target Student Tracking Wall
3	Limited Classroom Libraries and opportunity to read	Implementation of Readers Workshop and ensuring students are immersed in "Just Right Books".	Teachers,SAI Teacher, Teacher Leaders, Administrators, District Specialists	Data Chats with students and teachers. K-5 Literacy System data analysis Reading Running Records	Ongoing process monitoring, utilizing K-5 Literacy Assessment System, Continuum of Literacy Learning Behaviors, SSS Diagnostic tests, CORE K-12, SRI

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	By Spring of 2013, 75% of lowest 25% will achieve proficiency in reading as documented by the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
66% (40)	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty Implementing Reader's Workshop with limited classroom libraries; Staff development that allows teachers to know each child's individual reading needs as demonstrated by their Reading Running Records. Using the "Continuum of Literacy Learning" to drive instruction.	Implementing Reader's Workshop school-wide; Utilizing the support of a Reading Coach/SAI Teacher. RRR training for all reading teachers including classroom, ESE, ELL and K-5 teachers. Tracking student progress using The Continuum of Literacy Learning goals, scoring scales, setting goals and objectives.	Teachers, SAI Teacher, Teacher Leaders and Administrators	Teachers, SAI and Administrators will monitor implementation of the Units of Study; Ongoing progress monitoring Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	Progress monitoring of Continuum of Literacy Learning behaviors, SSS Diagnostic tests; CORE K-12, SRI, K-5 Literacy Assessment System, LLI Assessment data and Foundations Assessments, Target Student Tracking Wall.
2	Staff development needs on comprehension Deficits	Leveled Literacy Intervention (Fountas & Pinell). Lowest 25% students will meet daily with the teacher for small group instruction that addresses student weaknesses.	Teachers, SAI Teacher, Teacher Leaders and Administrators	Ongoing process monitoring Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	Progress monitoring of Continuum of Literacy Learning behaviors; SSS Diagnostic tests, CORE K-12, SRI, K-5 Literacy Assessment System, i-Observation reports, Target Student Tracking Wall

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #					
	By spring of 2013, 73% of all students will achieve reading proficiency with 65% black, 64% hispanic, 78% white 33% ELL 48% SWD and 63% ED will be proficient as demonstrated on the FCAT 2.0 The Reader's Workshop model will be					
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	88%	73%	75%	78%	81%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	By the Spring of 2013, 85% of white, 69% of black, 81% of Hispanic, 100% Asisan and 100% American Indian will achieve proficiency on the reading FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
78% White 59% Black 71% Hispanic 1000% Asisan 100% American Indian	85% White 69% Black 81% Hispanic 100% Asian 100% American Indian

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty differentiating instruction to meet the needs of students and knowing each child's individual reading needs as demonstrated by their Reading Running Records. Using the "Continuum of Literacy Learning" to drive instruction.	Reader's Workshop will be implemented school-wide. Teachers will use small group differentiated instruction, track student progress using The Continuum of Litóeracy Learning goals, scoring scales, setting goals and objectives.	Teachers, Teacher Leaders, SAI Teacher, Administration and District Specialists	Teachers, SAI and Administrators will monitor implements of the Units of Study. Ongoing progress monitoring of students. Student progress on RRR's Student progress on Reading Dianotic Assessments i-Observation Tool	K-5 Literacy Assessment System-Reading Running REcors, Contiuum of Literacy Learning behv iors, SSS dianostics tests, CORE K-12, SRI, i-Observation reports, Target student tracking wall.
2	Lack of time, resources, and personnel needed for supplemental instruction/intervention during the school day	Schedule a half day intervention teacher in addition to the SAI teacher to meet with small groups for tier 2 and 3 interventions	Teachers, Teacher Leaders, SAI Teacher, and Administrators	Ongoing progress monitoring of students Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	K-5 Literacy Assessment System-Reading Running REcords, Continuum of Literacy Learning behaviors, SSS diagnostic tests; CORE K-12, SRI, i-Observation reports, Target Student Tracking Wall
3	Deficient in personnel and research based resources for iii small group interventions (tier 2)	Use flexible grouping and scheduling for grades 3-5 to accommodate small group tier 2 instruction during iii time.	SAI teacher, reading intervention teacher, administration	Ongoing progress monitoring of students. Students progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	K-5 Literacy Assessment System Reading Running Records, Continuum of Literacy Learning behaviors, SSS diagnostics tests; CORE K-12, SRI, i-Observation reports, Target Student Tracking Wall
4	Difficulty with funding and alternative resources needed for after school tutorial	Provide tutoring at least one day per week after school for targeted black students	Administration	Progress monitoring of black students	Running Records, SRI, K-4 Assessments, SSS diagnostic tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in reading.	By Spring of 2013, 54% of ELL students will achieve
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Reading Goal #5C:	proficiency in reading as documented on the FCAT 2.0.
2012 Current Level of Performance:	2013 Expected Level of Performance:
46% (6)	54%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty implementing the use of differentiated instruction to meet the needs of the ELL students and knowing each child's individual reading need as demonstrated by their Reading Running Recors. Using the "Continuum of Literacy Learning" to drive instruction.	Reader's Workshop will be implemented school-wide, teachers will utilize small group differentiated instruction in the inclusion setting, and will monitor Continuum of Literacy Learning goals, scoring scales, as well as setting goals and objectives.	Teachers, Administrators, SAI teacher and District Specialists	Teachers, SAI and Administrators will monitor implementation of the Units of Study. Ongoing progress monitoring of ELL students. Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	"Continuum of Literacy Learning" behaviors, K-5 Literacy Assessment System-Reading Running Recors, CORE-K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
2	Lack of time, resources and personnel for supplemental instruction/intervention during the school day because specific strategies for reading are weak.	Guidance teacher, CLF, intervention teachers and administration will meet with small groups for tier 2 and 3 interventions.	Teachers, Administrators, SAI teacher and District Specialists	Ongoing progress monitoring of ELL students Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests Target Student Tracking Wall
3	Difficulty executing flexible grouping and scheduling for grades 3-5 to accommodate small group tier 2 instruction during iii time.	Guidance teacher, CLF, intervention teachers and administration will meet with small groups for tier 2 and 3 interventions.	Teachers, Administrators, SAI teacher and District Specialist	Ongoing progress monitoring of ELL students. Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	"Continuum of Literacy Learning" behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	By Spring of 2013, 61% of student with disabilities will achieve proficiency in reading
2012 Current Level of Performance:	2013 Expected Level of Performance:
51%	61%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Use of differentiated instruction to meet the needs of the ESE students. Students need targeted instruction based on knowledge of independent Reading Running Records and what specific elements of the Literacy Continuum are needed for each student.	Reader's Workshop will be implemented school-wide, teachers will utilize small group differentiated instruction in the inclusion setting, tracking student progress using "The Continuum of Literacy Learning goals, scoring scales, setting goals and objectives.	Teachers, Administrators, SAI teacher and District Specialists.	Teachers, SAI and Administrators will monitor implementation of the Units of Study, Ongoing progress monitoring of ESE students. Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	"Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System- Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
2	Need for supplemental instruction/intervention during the school day because specific strategies are weak.	Guidance teacher, intervention teachers and administration will meet with small groups for tier 2 and 3 interventions Leveled Literacy Instruction	Teachers, Administrators, SAI teacher and District Specialist	Ongoing progress monitoring of ESE students Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation	"Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
3	Use flexible grouping and scheduling for grades 3-5 to accommodate small group tier 2 instruction during iii time.	Guidance teacher, intervention teachers and administration will meet with small groups for 2 and 3 interventions Leveled Literacy Instruction	Teachers, Administrators, SAI teacher and District Specialist	Ongoing progress monitoring of ESE students Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	"Continuum of Literacy Learning" behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
4	Staff development needs in order to meet the needs of the ESE students, students need targeted instruction based on knowledge of independent Reading Running Records and what specific elements of the Literacy Continuum are needed for each student.	School wide, teachers will utilize small group differentiated instruction in the inclusion setting, tracking student progress using The Continuum of Litercy Learning goals, scoring scales, setting goals and objectives.	SAI teacher and District Specialists	Administrators will monitor implementation of the Units of Study Ongoing progress monitoring of ESE students Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	Behaviors, K-5 Literacy Assessment System-Reading running Recor5ds, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
5	Lack of time and resources to provide supplemental instruction/interventions during the school day because specific strategies are weak.	Guidance teacher, intervention teachers and administration will meet with small groups for tier 2 and 3 interventions Leveled Literacy Instruction	Teachers, Administrators, SAI Teacher and District Specialist	Ongoing progress monitoring of ESE students Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	Continuum of Literacy Learning" behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
6	Difficulty executing flexible grouping and scheduling for grades 3-5 to accommodate small group tier 2 instruction during iii time.	Guidance teacher, intervention teachers and administration will meet with small groups for tier 2 and 3 interventions Leveled Literacy Instruction	Teachers, Administrators, SAI Teacher and District Specialist	Ongoing progress monitoring of ESE students Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	Continuum of Literacy Learning" behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	By Spring of 2013, 74% of Economically Disadvantaged student will achieve proficiency on the FCAT 2.0
2012 Current Level of Performance:	2013 Expected Level of Performance:
64%	74%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty implementing differentiated instruction to meet the needs of the economically disadvantaged students and addressing each student's specific reading needs as demonstrated on Reading Running Records	Reader's Workshop will be implemented school-wide, teachers will use small group differentiated instruction, tracking student progress using The Continuum of Literacy Learning goals, scoring scales, setting goals and objectives.	Teachers, SAI Teachers, Teacher Leaders, Administrators, and District Specialists	Teachers, SAI and Administrators will monitor implementation of the Units of Study: Ongoing progress monitoring economically disadvantaged students Student progress on RRR's Student progress on Reading Diagnostic Assessments i-Observation Tool	Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall
2	Lack of time, resources and personnel for supplemental instruction/intervention during the school day. Level of vocabulary attainment and decoding skills. Deficiencies in comprehension skills.	Schedule a half day intervention teacher in addition to the RTI facilitator to meet with small groups for tier 2 and 3 interventions. Fountas & Pinell Phonics and Word Work training. Implementation K-3 Leveled Literacy Intervention implementation.	Teachers, SAI Teacher, Teacher Leaders, Administrators, and District Specialist	Ongoing progress monitoring of economically disadvantaged student. Student progress on RRR's, Student progress on Reading Diagnostic Assessment, i-Observation Tool	Continuum of Literacy Learning behaviors, K=-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
3	Time, resources and personnel to implement iii for small group interventions (tier 2)	Use flexible grouping and scheduling for grades 3-5 to accommodate small group tier 2 instruction during iii time.	Teachers, SAI Teacher, Teacher Leaders, Administrators, and District Specialist	Ongoing progress monitoring of economically disadvantaged student. Student progress on RRR's, Student progress on Reading Diagnostic Assessment, i-Observation Tool	Continuum of Literacy Learning behaviors, K=-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
4	Need of staff development to increased teacher capacity to teach reading	District Professional Development and Teacher's College Professional Development	Teachers, SAI Teacher, Teacher Leaders, Administrators, and District Specialist	Ongoing progress monitoring of economically disadvantaged student. Student progress on RRR's, Student progress on Reading Diagnostic Assessment, i-Observation Tool	Continuum of Literacy Learning behaviors, K=-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reader's Workshop	K-5	Teacher Leaders and District Specialists	School Wide	Early Release Days, LTM's and Grade Group Planning Meetings	Classroom walkthroughs by administration; i-Observation reports	PDD Team, Teachers and Administration
Wilson Reading System and Wilson Foundations	K and Reading resource	District trainers	Reading Teachers	Early Release Days, LTM's and Grade Group Planning Meetings	Classroom walkthroughs by administration; i-Observation reports	PDD Team, Teachers and Administration
Leveled Literacy Intervention (LLI)	K-3	Reading Coach/SAI Teacher	Reading Teachers	Early Release Days, LTM's and Grade Group Planning Meetings	Classroom walkthroughs by administration; i-Observation reports	PDD Team, Teachers and Administration
Marzano: The Art and Science of Teaching high-yield instructional strategies	K-5	Teacher Leaders	School Wide	Early Release Days, LTM's and Grade Group Planning Meetings	Classroom walkthroughs by administration; i-Observation reports	PDD Team, Teachers and Administration

Reading Budget:

Evidence-based Program(s) /Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Reader's Workshop	Classroom Libraries	SIP Funds	\$5,000.00
Leveled Literacy Intervention (LLI)	LLI System	SIP Funds	\$3,200.00
Foundations	Foundations Kits (2)	SIP Funds	\$2,000.00
			Subtotal: \$10,200.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Reader's Workshop Training	Substitutes for teachers to attend Professional Development	SIP Funds	\$0.00
Leveled Literacy Intervention	Substitutes for teachers to attend Professional Development	SIP Funds	\$0.00
Foundations	Substitutes for teachers for attend Professional Development	SIP Funds	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.					
1. Students scoring proficient in listening/speaking. CELLA Goal #1:		By Spring of 2013, 62% of all ELL students will be proficient on CELLA listening and speaking test.			
2012 Current Percent of Students Proficient in listening/speaking:					
52% (15)					
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty implementing Reader's Workshop with limited resources. Addressing each student specific reading needs as demonstrated on Reading Running Records	Reader's Workshop will be implemented school-wide. Utilizing the support of a Reading Coach/SAI teacher and Response to Intervention Teacher. RRR training for all reading teachers including classroom, ESE, ELL and SAI teachers K-5. Tracking progress for each student K-5 using The Continuum of Literacy Learning goals, scoring scales, setting goals and objectives.	SAI Teacher Administrators and Teacher Leaders	Teachers, SAI Teacher and Administrators will monitor implementation of the Units of Study; Ongoing progress monitoring of ELL students using KI-5 Literacy Assessment System-RRR's. Student progress on Reading Diagnostic Assessments, CORE K-12, i-Observation Tool	Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostics Tests, Target Student Tracking Wall.
2	Deficiencies in vocabulary attainment and decoding skills as well as level of comprehension skills.	Fountas & Pinell Phonics and Word Work training and implementation K-3 Community Language Facilitator (CLF) to support ELL students	SAI Teacher Administrators and Teacher Leaders	Ongoing progress monitoring of ELL students using KI-5 Literacy Assessment System-RRR's. Student progress on Reading Diagnostic Assessments, CORE K-12, i-Observation Tool	Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostics Tests, Target Student Tracking Wall.

Students read in English at grade level text in a manner similar to non-ELL students.	
2. Students scoring proficient in reading. CELLA Goal #2:	By Spring of 2013, 50% of all ELL students will be proficient on CELLA Reading Assessment.
2012 Current Percent of Students Proficient in reading:	

46% (6)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty implementing Reader's Workshop with limited classroom libraries Challenges addressing each students specific reading needs as demonstrated on Reading Running Record.	Implementation of Reader's Workshop School Wide. Utilizing the support of a trained Reading Coach. RRR training for all reading teachers including classroom, ESE ELL and SAI teachers K-5. Tracking progress for each student K-5 using The Continuum of Literacy Learning goals, scoring scales, setting goals and objectives. Utilizing the Community Language Facilitator to support students in an inclusive setting.	Teachers, SAI Teacher, Administrators and Grade Chairs.	Teachers, SAI and Administrators will monitor implementation of the Units of Study: Ongoing progress monitoring ELL students using K-5 Literacy Assessment System-Reading Running Records, Student progress on Reading Diagnostic Assessment, CORE K-12, i-Observation Tool	Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running REcords, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
2	Deficiencies in staff development needed to address vocabulary attainment	Implementation of "Words Their Way" in grades K-3	Teachers, SAI Teacher, Administrators and Grade Chairs.	Ongoing progress monitoring ELL students using K-5 Literacy Assessment System-Reading Running Records, Student progress on Reading Diagnostic Assessment, CORE K-12, i-Observation Tool	Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running REcords, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
3	Lack of time and resources to provide opportunities for students to read "Just Right Books"	Schedule daily independent reading K-5	Teachers,SAI Teacher, Administrators and Grade Chairs.	Ongoing progress monitoring ELL students using K-5 Literacy Assessment System-Reading Running Records, Student progress on Reading Diagnostic Assessment, CORE K-12, i-Observation Tool	Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running REcords, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing.

CELLA Goal #3:

By Spring of 2013, 50% of all ELL students will show proficieny on the CELLA Writing Assessment.

2012 Current Percent of Students Proficient in writing:

23%(3)

Problem-Solving Process to Increase Student Achievement

			Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty knowing each child's individual writing needs as demonstrated by quick jots, journal writing and Palm Beach Writes. Using the Continuum of Literacy Learning to drive instruction.	<p>Writer's Workshop is being implemented school wide.</p> <p>Utilizing the support of a Literacy Coach/SAI Teacher</p> <p>RRR training for all reading teachers including classroom, ESE, ESE and K-5 Teachers. Tracking progress for each student K-5.</p> <p>Utilizing the Community Language Facilitator to support students in an inclusive setting. Using the writing rubric to track students strengths and weaknesses. Goal setting and progress monitoring.</p>	Teachers, SAI Teacher, Administrators and Grade Chair	<p>Teachers, SAI and Administrators will monitor implementation of the Units of Study.</p> <p>Ongoing progress monitoring of ELL students using K-5 Literacy Assessment System-RRR's. Student progress on Reading Diagnostic Assessments, CORE K-12, i-Observation Tool</p>	Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall.
2	Staff development needed to teach vocabulary, spelling, grammar and conventions.	Differentiation according to students needs.	Teachers, SAI Teacher, Administrators and Grade Chair	Ongoing progress monitoring of ELL students using K-5 Literacy Assessment System-RRR's. Student progress on Reading Diagnostic Assessments, CORE K-12, i-Observation Tool	Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall
3	Providing time and opportunities for students to write.	Use and monitor writing journals	Teachers, SAI Teacher, Administrators and Grade Chair	Ongoing progress monitoring of ELL students using K-5 Literacy Assessment System-RRR's. Student progress on Reading Diagnostic Assessments, CORE K-12, i-Observation Tool	Continuum of Literacy Learning behaviors, K-5 Literacy Assessment System-Reading Running Records, CORE K-12, SRI, SSS Diagnostic Tests, Target Student Tracking Wall

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of CELLA Goals

Elementary School Mathematics Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal # 1a:	As measured by the 2013 FCAT mathematics test, 85% of all students will score a Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
74% (250)	85%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Instructional focus and effective use of instructional time.	Develop instructional focus calendars	Teachers, Principal and Assistant Principal	Administrators will monitor implementation of the focus calendars during Classroom Walkthroughs.	SSS Diagnostics iObservation reports
2	Frequency of higher level questioning	Include higher order questions in lesson plans	Administrators and reading teachers	Lesson plans will be reviewed and instruction observed through classroom walkthroughs.	Classroom Walkthroughs to determine frequency of higher order questioning, iObservation reports
3	Monitoring of student progress	Monitoring of student progress will be the main focus of LTMs	Administrators and Teachers	Data Feedback System will be used during LTMs.	SSS Diagnostic tests
4	Implementing Go Math program with fidelity. Fluency with math facts. Number sense is weak. Extended practice time needed to address specific weaknesses.	Provide ongoing professional development to math teachers in math series. Develop Instructional Focus Calendar for math and use district's Learning Village for pacing and resources. Use of FCAT 2.0 Mathematics achievement descriptors. Tracking student progress, use of scoring scales, setting goals and objectives and implementation of academic games.	Math teachers, Teachers Leaders and Administrators.	Classroom walk-throughs, observations Student progress on: Diagnostic Assessments Common Assessments Teachers progress: Lesson planning and implementation i-Observation Tool Focus Calendars, Secondary Benchmark Calendars enrichment and remediation lesson plans and implementation.	District assessments; SSS Diagnostic, i-Observation reports Lesson Plans Walk-throughs Data Target Boards
5	Difficulty for teachers to face new standards to teach K-2 Common Core State Standards and 3-5 increase rigor and DOK complexity.	Professional Development in the Next Generation Sunshine State Standards 2-5 and Common Core Standards K & 1 Math Resource Teacher	Math Teachers, Teacher Leaders and Administration	Classroom walk-throughs, observations Student progress on: Diagnostic Assessments Common Assessments Teachers progress: Lesson planning and implementation i-Observation Tool	District assessments; SSS Diagnostic, i-Observation reports Lesson Plans Walk-throughs Data Target Boards

				Focus Calendars, Secondary Benchmark Calendars enrichment and remediation lesson plans and implementation	
6	Students have difficulty with the level of abstraction in our Math texts.	Context in Mathematic 2-5	Math Teachers, Teacher Leaders and Administration	Classroom walk-throughs, observations Student progress on: Diagnostic Assessments Common Assessments Teachers progress: Lesson planning and implementation i-Observation Tool Focus Calendars, Secondary Benchmark Calendars enrichment and remediation lesson plans and implementation	District assessments; SSS Diagnostic, i-Observation reports Lesson Plans Walk-throughs Data Target Boards

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics. Mathematics Goal #1b:	As measured by the 2013 FCAT mathematics test, 85% of all student will score a Level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
31% (104)	85% (will score a 3 or higher)

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing a differentiated instruction to all learners.	Identify current and potential Level 3 students and provide small group instruction that focuses on greater depth and complexity of understanding of the big ideas in math Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies	Math Teachers, Teacher Leaders and Administrators	Observations by administration during classroom walkthroughs. Student progress on Interim assessments, chapter tests, diagnostic assessments, common assessments. Teacher progress on lesson planning and implementation i-Observation Tool Focus Calendars, Secondary Benchmarks Calendar enrichment and remediation lesson plans and implementation	SSS Diagnostic tests; CORE K-12, i-Observation reports, Data Target wall, chapter tests, Unit tests, FCAT tests, lesson plans.
2	Fluency with math facts. Number sense is a deficit; extended practice time needed to address specific weaknesses.	Increase the use of manipulatives, hands-on activities and technology Tracking Student progress, use of scoring scales, setting goals and objectives and implementation of academic games.	Math teachers, teacher leaders, administrators	Observations by administration during classroom walkthroughs. Student progress on Interim assessments, chapter tests, diagnostic assessments, common assessments. Teacher progress on lesson planning and	SSS Diagnostic tests; CORE K-12, i-Observation reports, Data Target wall, chapter tests, Unit tests, FCAT tests, lesson plans.

		Use of FCAT 2.0 Mathematics achievement descriptors		implementation i-Observation Tool Focus Calendars, Secondary Benchmarks Calendar enrichment and remediation lesson plans and implementation	
3	Implementation of math program with fidelity	Develop instructional focus calendar for math	Math Teachers, Teacher Leaders, and Administrators	Administration will monitor the implementation of the focus calendars through observation made during classroom walkthroughs Focus Calendars, Secondary Benchmarks Calendar enrichment and remediation lesson plans and implementation	SSS Diagnostic tests; CORE K-12, i-Observation reports, Data Target wall, chapter tests, Unit tests, FCAT tests, lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	As measured by 2013 FCAT Mathematics Test, 53% of all students will score at levels 4 and 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
43% (146)	53%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Providing differentiated instruction to all learners.	Identify current and potential Level 4 and 5 students and provide small group instruction that focuses on greater depth and complexity of comprehension and encourages and supports advanced levels of vocabulary and word study.	Administration	Classroom Walkthroughs by Administration	SSS Diagnostic Tests; Running Records; SRI; iObservation reports
2	Difficulty providing differentiated instruction to all learners.	Identify current and potential Level 4 and 5 students and provide small group instruction that focuses on greater depth and complexity of understanding of the big ideas in math. Tracking Student Progress, Use of Scoring Scales, Setting Goals and Objectives and implementation of academic games. Use of FCAT 2.0 Mathematics achievement descriptors	Math teachers, teacher leaders, and administration	Classroom walkthroughs lesson plan interim assessments, chapter tests, diagnostic tests, i-observation tool, conference about math journals Monitor instructional focus calendars, secondary benchmarks and enrichment lesson plans and implementation	Chapter tests, unit tests, CORE K-12 tests, SSS Diagnostic tests, EDW reports, i-observation reports, data target wall.
	Challenges facing the need for students to see	Math Journals, tracking student progress, use of	Math teachers, teacher leaders	Classroom walkthroughs lesson plan	Chapter tests, unit tests, CORE K-12

3	math embedded into contexts and to discover through manipulation of numbers and problem solving.	scoring scales, setting goals and objectives and implementation of academic games.	and administration	interim assessments, chapter tests, diagnostic tests, i-observation tool, conference about math journals Monitor instructional focus calendars, secondary benchmarks and enrichment lesson plans and implementation	tests, SSS Diagnostic tests, EDW reports, i-observation reports, data target wall.
4	Ensuring the implementation of math program with fidelity	Develop instructional focus calendar for math	Math teachers, teacher leaders, and administration	Classroom walkthroughs lesson plan interim assessments, chapter tests, diagnostic tests, i-observation tool, conference about math journals Monitor instructional focus calendars, secondary benchmarks and enrichment lesson plans and implementation	Chapter tests, unit tests, CORE K-12 tests, SSS Diagnostic tests, EDW reports, i-observation reports, data target wall.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	As measured by the 2013 FCAT Mathematics test, 80% of all students will make learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
70% (165)	80%

Problem-Solving Process to Increase Student Achievement

		Person or	Process Used to	
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	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Staff development needed for teachers to use strategies to actively engage the learner	Increase the use of manipulatives and hands-on activities	Administration	Observation of the use of manipulatives and hands-on activities during classroom walkthrus	District assessments; iObservation reports
2	Math fluency is deficient; students need experiences with hands-on, higher level thinking activities Students need specific academic weaknesses addressed through different modalities Students need extended learning opportunities	Student Data Chats will be conducted with all tudents using the SAL-P after District assessments. Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies. Provide extewnded learning opportunities during extended day math instruction.	Math Teachers, teacher leaders, administrations	Review SAL-P reports after assessments during LTMs and team meetings Monitor instructional focus calendar, secondary benchmarks and remediation and enrichment lesson plans and implementation.	Chapter tests, unit tests, CORE K-12 tests, SSS Diagnostic tests, EDW reports, I-observation reports, data target wall.
3	Difficulty providing differentiated instruction and incorporating best practices	Plan supplemental instruction/intervention for students not responding to core instruction. Focus of the instruction is determined by the review of assessment data and will includ explicit instruction, modeled instructiohn, guided proactice and independent practice. Tracking student progress, use of scoring scales, setting goals and objectives and implementation of academic games. Use of FCAT 2.0 mathematics achievement descriptors.	Math Teachers, Teacher leaders, and administration	Monitor progress of supplemental instruction/interventions through progress monitoring of all Tier 2 students. Monitor instruction focus calendars, secondary benchmarks and remediation and enrichment lesson plans and implementation.	Chapter tests, unit tests, CORE K-12 tests, SSS Diagnostic tests, EDW reports, I-observation reports, data target wall.
4	Deficiencies in immersing students in lessons that allow them to see math embedded into contexts and to discover through manipulation of numbers and problems solving.	Use of math journals	Math teachers, Teacher leaders and administration	Classroom walkthroughs, lesson plans, interim assessments, chapter tests, diagnostic tests, i-observation tool Monitor instruction focus calendars, secondary benchmarks and remediation and enrichment lesson plans and implementation	Chapter tests, unit tests, CORE K-12 tests, SSS Diagnostic tests, EDW reports, I-observation reports, data target wall.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics. Mathematics Goal #3b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics. Mathematics Goal #4:	As measured by the 2013 FCAT Mathematics test, 79% of our lowest 25% will demonstrate learning gains.
2012 Current Level of Performance:	2013 Expected Level of Performance:
72% (33)	79%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	<p>Math fluency is a deficit; students need experiences with hands-on, higher level thinking activities</p> <p>Students need specific academic weaknesses addressed through different modalities</p> <p>Students need extended learning opportunities</p>	<p>Teachers will use small group differentiated instruction.</p> <p>Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies</p> <p>Tracking student progress, use of scoring scales, setting goals and objectives and implementation of academic games.</p> <p>Use of FCAT 2.0 Mathematics achievement descriptors</p>	Math teachers, teacher leaders and administrators	<p>Ongoing progress monitoring of students classroom walkthroughs, lesson plans, interim assessments, chapter tests, diagnostic tests, i-observation tool</p> <p>Monitor instructional Focus Calendar Secondary Benchmarks and remediation lesson plans and implementation</p>	i-Observation reports, chapter tests, unit tests, CORE K-12 tests, SSS diagnostic tests; FCAT 2.0 mathematics tests, EDW reports, data target wall.
2	Limited time and resources for supplemental instruction/intervention during the school day and tutoring after school.	Teachers will meet with small groups for tier 3 interventions. Provide tutoring for targeted students during or after school hours.	Math Teachers, Teacher Leaders and Administrators	<p>Ongoing progress monitoring of students classroom walkthroughs, lesson plans, interim assessments, chapter tests, diagnostic tests, i-observation tool</p> <p>Monitor instructional Focus Calendar Secondary Benchmarks and remediation lesson plans and implementation</p>	i-Observation reports, chapter tests, unit tests, CORE K-12 tests, SSS diagnostic tests; FCAT 2.0 mathematics tests, EDW reports, data target wall
	Need for professional Development in the Next Generation Sunshine State Standards 2-5 and	District Capacity to support teachers in professional development	Math Teachers, Teacher Leaders and Administrators	Ongoing progress monitoring of students classroom walkthroughs, lesson plans, interim	i-Observation reports, chapter tests, unit tests, CORE K-12

3	Common Core Standards K & 1		assessments, chapter tests, diagnostic tests, i-observation tool Monitor instructional Focus Calendar Secondary Benchmarks and remediation lesson plans and implementation	tests, SSS diagnostic tests; FCAT 2.0 mathematics tests, EDW reports, data target wall
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Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.		Elementary School Mathematics Goal # By spring of 2013, 74% of all students will achieve proficiency on the FCAT 2.0 assessment test. Sixty one% black, 69% hispanic, 79% white, 50% ELL, 57%SWD and 62%ED students will achieve proficiency. Differentiated				
Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	74%	77%	77%	79%	82%	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	As measured by the 2013 FCAT Mathematics Tests 90% White, 63% Black, and 80% Hispanic, 93% Asian and 100% American Indian wills core at level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
White Black Hispanic Asian American Indian	90% White 63% Black 80% Hispanic 93% Asian 100% American Indian

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty staying on target due to math fluency being a deficit; students need experiences with hands-on, higher level thinking activities Difficulty addressing differentiated instruction for all students and teaching through different modalities Lack of time and resources for students needing extended learning opportunities	Teachers will use small group differentiated instruction. Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies. Tracking student progress, use of scoring scales, setting goals and objectives and implementation of academic games Use of FCAT 2.0 mathematics achievement descriptors	Math teachers, teacher leaders and administrators	Ongoing progress monitoring of students classroom walkthrough lesson plans, interim assessments, chapter tests, diagnostic tests, i-observation tool. Monitor instruction focus calendar, secondary benchmarks and remediation lesson plans and implementation .	i-Observation reports, chapter tests, unit tests, CORE K-12 tests, SSS diagnostic tests, FCAT 2.0 mathematics test, EDW reports, data target wall.
	Time restraints for supplemental instruction/intervention during the school day	Teachers will meet with small groups for tier 3 interventions. Provide tutoring for targeted	Math teachers, teacher leaders and administration	Ongoing progress monitoring of students classroom walkthrough lesson plans, interim	i-Observation reports, chapter tests, unit tests, CORE K-12 tests,

2	and tutoring after school.	students during or after school hours.		assessments, chapter tests, diagnostic tests, i-observation tool. Monitor instruction focus calendar, secondary benchmarks and remediation lesson plans and implementation .	SSS diagnostic tests, FCAT 2.0 mathematics test, EDW reports, data target wall.
3	Professional development needs for teachers to execute The Next Generation Sunshine State Sunshine Standards 2-5 and Common Core Standards K & 1	District Capacity to support teachers in professional development	Math Teachers, Teacher Leaders and Administration	Ongoing progress monitoring of students classroom walkthrough lesson plans, interim assessments, chapter tests, diagnostic tests, i-observation tool. Monitor instruction focus calendar, secondary benchmarks and remediation lesson plans and implementation .	-Observation reports, chapter tests, unit tests, CORE K-12 tests, SSS diagnostic tests, FCAT 2.0 mathematics test, EDW reports, data target wall

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	As measured by the 2013 FCAT Mathematics test, 75% of all ELL students will score at level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
67%	75%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty providing differentiated instruction to meet the needs of students Deficiencies in math fluency; students need experiences with hands on, higher level thinking activities Students need specific academic weaknesses addressed through different modalities Students need extended learning opportunities.	Teachers will use small group differentiated instruction. Target ELL students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies Tracking student progress, use of scoring scales, setting goals and objectives and implementation of academic games. Use of FCAT 2.0 Mathematics achievement descriptors.	Math teachers, teacher leaders and administration	Ongoing progress monitoring of students; classroom walkthrough, lesson plans, interim assessments, chapter tests, diagnostic tests, i-observation tool. Monitor instructional focus calendars, secondary benchmarks and remediation lesson plans and implementation.	i-Observation reports, Chapter tests, unit tests, CORE K-12, SSS diagnostic tests, FCAT 2.0 Mathematics tests, EDW reports, data target wall.
2	Lack of time, resources and personnel to provide supplemental instruction/intervention during the school day.	Teachers will meet with small groups for tier 3 interventions. Provide tutoring for targeted students during or after school hours.	Math teachers, teacher leaders and administrators	Ongoing progress monitoring of students; classroom walkthrough, lesson plans, interim assessments, chapter tests, diagnostic tests, i-observation tool.	i-Observation reports, Chapter tests, unit tests, CORE K-12, SSS diagnostic tests, FCAT 2.0 Mathematics tests, EDW reports, data

				Monitor instructional focus calendars, secondary benchmarks and remediation lesson plans and implementation.	target wall.
3	Professional Development needs highlighting the Next Generation Sunshine State Standards 2-5 and Common Core Standards K & 1	District Capacity to support teachers in professional development.	Math Teachers, teacher leaders and administrators	Ongoing progress monitoring of students; classroom walkthrough, lesson plans, interim assessments, chapter tests, diagnostic tests, i-observation tool. Monitor instructional focus calendars, secondary benchmarks and remediation lesson plans and implementation.	i-Observation reports, Chapter tests, unit tests, CORE K-12, SSS diagnostic tests, FCAT 2.0 Mathematics tests, EDW reports, data target wall.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	As measured by the 2013 FCAT Mathematics Test, 57% of all SWD students will score at level 3 or higher
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% (32)	57%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty providing differentiated instruction to meet the needs of students. Math fluency is a deficit; students need experiences with hands on, higher level thinking activities Students need specific academic weaknesses addressed through different modalities Students need extended learning opportunities	Teachers will use small group differentiated instruction. Target SWD students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies. Tracking student progress, use of scoring scales, setting goals and objectives and implementation of academic games Use of FCAT 2.0 Mathematics achievement descriptors	Math teachers, teacher leaders and administration	Ongoing progress monitoring of students classroom walkthrough, lesson plans, interim assessments, chapter tests, diagnostic tests, iobservation tool. Monitor instructional focus calendar, secondary benchmarks and remediation lesson plans and implementation.	iObservation reports, chapter tests, unit tests, SSS diagnostic tests, FCAT 2.0 Mathematics tests, EDW reports, data target wall.
2	Lack of time, resources and personnel for supplemental instruction/intervention during the school day.	Provide tutoring for targeted students during or after school hours.	Math teachers, teacher leaders and administrators	Ongoing progress monitoring of students classroom walkthrough, lesson plans, interim assessments, chapter tests, diagnostic tests, iobservation tool. Monitor instructional focus calendar,	iObservation reports, chapter tests, unit tests, SSS diagnostic tests, FCAT 2.0 Mathematics tests, EDW reports, data target wall.

				secondary benchmarks and remediation lesson plans and implementation.	
3	Professional Development is needed to highlight "Best Instructional Practices" for the Next Generation Sunshine State Standards 2-5 and Common Core Standards in K & 1	District capacity to support teachers in professional development	Math teachers, teacher leaders and administration	Ongoing progress monitoring of students classroom walkthrough, lesson plans, interim assessments, chapter tests, diagnostic tests, iobservation tool. Monitor instructional focus calendar, secondary benchmarks and remediation lesson plans and implementation.	iObservation reports, chapter tests, unit tests, SSS diagnostic tests, FCAT 2.0 Mathematics tests, EDW reports, data target wall.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	As measured by the 2013 FCAT Mathematics Test, 73% of all ELL students will score at level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
63% (103)	73%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty differentiated instruction to meet the needs of the economically disadvantaged students. Math fluency is a deficit; students need experiences with hands on, higher level thinking activities. Students need specific academic weaknesses addressed through different modalities Students need extended learning opportunities.	Teachers will use small group differentiated instruction. Target ED students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies Tracking student progress, use of scoring scales, setting goals and objectives and implementation of academic games. Use of FCAT 2.0 mathematics achievement descriptors	Math teachers, teacher leaders and administration	Ongoing progress monitoring of economically disadvantaged students; classroom walkthroughs, lesson plans, interim assessments, chapter tests, diagnostic tests, iobservation tool. Monitor instructional focus calendars, secondary benchmarks and remediation lesson plans and implementation.	i-Observation reports, chapter tests, unit tests, SSS diagnostic tests, FCAT Mathematic Tests, EDW reports.
2	Lack of time, resources and personnel for supplemental instruction/invention during the school day.	Teachers will meet with small groups for tier 3 interventions	Math teachers, teacher leaders and administrators	Ongoing progress monitoring of economically disadvantaged students; classroom walkthroughs, lesson plans, interim assessments, chapter tests, diagnostic tests, iobservation tool. Monitor instructional focus calendars,	i-Observation reports, chapter tests, unit tests, SSS diagnostic tests, FCAT Mathematic Tests, EDW reports.

				secondary benchmarks and remediation lesson plans and implementation.	
3	Need for tutoring during the school day or after school hours.	Provide tutoring for targeted economically disadvantaged students	Math teacher, teacher leaders and administration	Ongoing progress monitoring of economically disadvantaged students; classroom walkthroughs, lesson plans, interim assessments, chapter tests, diagnostic tests, iobservation tool. Monitor instructional focus calendars, secondary benchmarks and remediation lesson plans and implementation.	i-Observation reports, chapter tests, unit tests, SSS diagnostic tests, FCAT Mathematic Tests, EDW reports.

End of Elementary School Mathematics Goals

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Mathematics Goals

Elementary and Middle School Science Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	As measured by the 2013 FCAT Science Test, 85% of all students will score a level 3 or higher.
2012 Current Level of Performance:	2013 Expected Level of Performance:
77% (99) scored a 3 or higher	83%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Staff development needs to effectively use strategies to actively engage the learner	Utilize hands-on laboratory experiments at least weekly. Target students scoring level 2 using FCIM to identify weak areas and address those areas with targeted instructional strategies Tracking student progress, use of scoring scales, setting goals and objectives and implementation of academic games.	Science teachers, teacher leaders and administration	The created lab schedule will be implemented with fidelity and monitored by the administration Lesson plans including enrichment and remediation, instructional focus calendars and secondary benchmarks documentation. i-observations tool	Science diagnostic tests, Core K-12, and District Assessments EDW reports, science FCAT results, 5th grade Project log
2	Time and resources to remediate students deficient in science vocabulary.	Develop science vocabulary through science notebooks, word walls and other strategies developed by teachers.	Science teachers and administration	Observations by administration through classroom walkthroughs Lesson plans including enrichment and remediation, Instructional Focus Calendars and Secondary benchmarks documentation. i-observation tool.	Science diagnostic tests, EDW reports EDW reports science FCAT results, 5th grade Project log

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science. Science Goal #1b:	
2012 Current Level of Performance:	2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	As measured by the 2013 FCAT Science Test, 45% of all students will score at level 4 or 5.
2012 Current Level of Performance:	2013 Expected Level of Performance:
34% (44)	45%

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty providing differentiated instruction to all learners	Identify current and potential Level 4 and 5 students and provide small group instruction that focuses on greater depth and complexity of understanding in science. Tracking student progress, use of scoring scales, setting goals and objectives and implementation of academic games.	Teachers, teacher leaders and administration	Observations by administration during classroom walkthroughs Lesson plans including enrichment activities, instruction focus calendar, and secondary benchmarks documentation, i-observation tool	EDW reports, science diagnostic data for 3-5 CORE K-12 EDW reports science FCAT results, 5th grade Project log
2	Lack of time/opportunities for students to experience and discuss real science learning and field science experiences	Utilize hands on laboratory experiments weekly. SECME club for advanced students in grade 5	Teachers, teacher leaders and administrators	The science lab will be implemented with fidelity and monitored by administrator	EDW reports, science diagnostic data for 3-5 CORE K-12 EDW reports science FCAT results, 5th grade Project log
3	Staff development needs to expose teachers to be innovative in order to teach students who are deficient in science vocabulary.	Develop science vocabulary through science notebooks, words walls and other strategies developed by teachers. Vocabulary work and journals in grades K-5 Science Fair for K-5	Teachers, teacher leaders and administration	Classroom walkthroughs, lesson plans including enrichment activities, instructional focus calendars and secondary benchmarks documentation. i-observation tool Science Fair Project	EDW reports, science diagnostic data for 3-5 CORE K-12 EDW reports science FCAT results, 5th grade

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	96% of all students will score a 4.00 on the Spring 2013 administration of FCAT Writes.
2012 Current Level of Performance:	2013 Expected Level of Performance:
86% (98)	96%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Staff development needs for implementation of Writer's Workshop school-wide with fidelity Deficiencies in spelling, grammar and conventions.	All students will use the writing process daily; all writing will be dated and recorded in a journal notebook or work folder for monitoring growth over time. FCIM - weekly writing assessments will be analyzed to identify weakness. Lessons to address specific student weaknesses will be developed. Tracking student progress, use of scoring, scales, rubrics, setting goals and objectives.	Writing teachers, teacher leaders, administrators and district specialist	Student writing samples will be reviewed and scored regularly by teachers using a writing rubric.	Scored writing samples will be used to determine progress overtime.
2	Deficient in explicit writing instruction across the grades and opportunity to write daily - vocabulary deficit.	Writer's Workshop and Learning Village will be used daily. The revision and editing process will be explicitly taught and seen in student writing. Teachers will utilize strategies learned during professional development days to instruct and model the writing process.	Writing teachers, teacher leaders, administrators and district specialists.	Student writing samples will be reviewed and scored regularly by teachers. 4th grade student progress on EDW reports for Palm Beach Writes. 4th grade student progress on weekly	Scored writing samples will be used to determine progress overtime. EDW reports Classroom assessments PB Writes FCAT Writes results

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b:

2012 Current Level of Performance:

2013 Expected Level of Performance:

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writer's Workshop	K-5	District Specialists, Teacher Leaders, and Literacy Coach	K-5 Writing Teachers	Professional Development days, LTM's Team Planning meetings	Classroom walkthroughs by administration, writing analysis at Learning Team Meetings and Team Planning. Monthly Lab-site professional modeling lessons	Principal, Assistant Principal and District Specialist

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Attendance Attendance Goal # 1:	By Spring 2013, attendance data will reveal a 10% reduction in tardies and absences for the FY13 school year based on data in PBCSD
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
67%	77%
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
243	77%
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
132	92%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Poor Family habits: low expectation for coming to school and arriving on time in some families Student habit: acceptance of being late to class.	Contact families of students who are excessively absent and follow up with truacy packets when necessary. Information about the impact of school attendance will be provided to parents in the student handbook. Information will be provided in the three languages of the school, English, Spanish and Creole.	Guidance counselor and administration	Monitor the number of absences through EDW and TERMS reports (SASSY reports reviewed monthly)	TERMS screen 15

		Make-up time for students with excessive tardies or absences is announced to students and families. This to occur in place of field enhancement activities, both in school and out of school.			
2	Difficulty with family support	Parents will sign late arrivals in to school. Attendance clerk will follow up in administration on excessive tardies.	Attendance Clerk	Monitor the number of late arrivals per student.	Sign in documentation cards

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates (e.g. , early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
SASSY Report Training	Computer and access to TERMS data - District Support	N/A	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Attendance Goal(s)

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Suspension Suspension Goal # 1:	By Spring of 2013 the in school and out of school number will be reduced to 10 students
2012 Total Number of In-School Suspensions	2013 Expected Number of In-School Suspensions
16	10
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
15	9
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
21	15
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
16	9

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficulty arranging staff development for all employees in the area of Positive Behavior Support (PBS)	Implement Positive Behavior Support program (STAR program) and CHAMPS schoolwide.	PBS team and administration	The number of discipline incidents will be monitored by the PBS leadership team.	Number of discipline incidents.
2	Time, resources and personnel needed to train staff members on best practices and de-escalating techniques to use before referrals and suspensions occur	Implement Positive Behavior Support program (STAR program) and CHAMPS school wide. Continue to expand culture to new staff, and implement STAR PBS Matrix with fidelity Character Education groups implemented by Guidance Counselor	PBS Team, Teacher Leaders and Administration	The number of discipline incidents will be monitored by the PBS leadership team. Review of Reflection referrals	Number of discipline incidents. Review ISS and OSS data.

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Postitive Behavior Support Program	K-5	PBS leadership team	School wide	Monthly meetings for leadership team, second Wednesday of each month.	Follow up and monitoring will take place at the monthly meetings	PBS Chairperson and Committee Members, Teacher Leaders and Administration.

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
<p>1. Parent Involvement</p> <p>Parent Involvement Goal #1:</p> <p><i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i></p>	<p>Our goal is to improve parental involvement throughout all grades with an emphasis in involving parents of SWD students in grades 3-5 through invitations to Literacy Night and Parent Involvement Activities sponsored through PTO.</p>
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
In the 2011-2012 school year, 304 parents were enrolled and in the volunteers in public schools program at Frontier Elementary.	Our expectation for the 2013 school year is to increase volunteer participation to 325.
Problem-Solving Process to Increase Student Achievement	
	Person or Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Low parent participation in school activities Same parents volunteered	Encourage SWD and FRL parents to participate in Informational Parent Nights such as Literacy Night, Science, Math, Fairs and FCAT Night, PTO and SAC events.	Teachers, committee chairperson, Volunteer Coordinator and administration	Collect attendance data/VPS	Attendance rosters Golden Award Five Star Award
2	Low parent participation in school activities	Hold Book Fair after school hours for parents/families	Media Specialist	Collect attendance data	Attendance sign in sheets
3	Low parent participation in school activities	Use Parent Link/One Voice to publicize school activities	Administration	Collect attendance data	Attendance data at family events

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
The PLC focus is to identify students using EDW reports and increase their parents' participation in educational activities.	K-5	LTF	School wide	Professional Development Days and LTMs	Parent Attendance Sign in sheets from educational activities held after school hours	VPS Coordinator and administration

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:				
1. STEM				
STEM Goal #1:				
Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g., PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of STEM Goal(s)

Additional Goal(s)

No Additional Goal was submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reader's Workshop	Classroom Libraries	SIP Funds	\$5,000.00
Reading	Leveled Literacy Intervention (LLI)	LLI System	SIP Funds	\$3,200.00
Reading	Fundations	Fundations Kits (2)	SIP Funds	\$2,000.00
Attendance	SASSY Report Training	Computer and access to TERMS data - District Support	N/A	\$0.00
				Subtotal: \$10,200.00
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Reader's Workshop Training	Substitutes for teachers to attend Professional Development	SIP Funds	\$0.00
Reading	Leveled Literacy Intervention	Substitutes for teachers to attend Professional Development	SIP Funds	\$0.00
Reading	Fundations	Substitutes for teachers for attend Professional Development	SIP Funds	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	No Data	\$0.00
				Subtotal: \$0.00
				Grand Total: \$10,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent	<input type="checkbox"/> NA
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Are you a reward school: Yes No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 11/20/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Readers Workshop LLI Kits Classroom Libraries	\$10,200.00

Describe the activities of the School Advisory Council for the upcoming year

A team will go out into the local businesses and outreach the importance of their continued support. At all extracurricular activities we have a SAC table in where parents can ask question to join SAC.

AYP DATA

Adequate Yearly Progress (AYP) Trend Data 2011-2012
 Adequate Yearly Progress (AYP) Trend Data 2010-2011
 Adequate Yearly Progress (AYP) Trend Data 2009-2010

SCHOOL GRADE DATA

No Data Found

Palm Beach School District FRONTIER ELEMENTARY SCHOOL 2010-2011						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	88%	95%	79%	350	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	70%			142	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	67% (YES)	81% (YES)			148	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					640	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested

Palm Beach School District FRONTIER ELEMENTARY SCHOOL 2009-2010						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	88%	89%	92%	75%	344	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	70%			139	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	55% (YES)	60% (YES)			115	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					598	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					A	Grade based on total points, adequate progress, and % of students tested